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ABSTRACT

In order to meet the challenge of today's global business environment and accreditation requirements for "internationalization," the School of Business at John Carroll University in Ohio undertook a 2-year project to enhance the internationalization of its faculty. The core of the project involved a set of on-site workshops on curriculum internationalization for the faculty in four functional areas: accounting, finance, marketing, and management. The workshops were led by recognized experts and provided faculty with materials and strategies for infusing international materials into the targeted core courses. Faculty were then encouraged to include international class endeavors in their teaching. A project director was available to assist and monitor faculty, and syllabi were collected for each course and reviewed for international materials. Later, an outside evaluator visited campus; studied syllabi; interviewed faculty, administrators, and students; and wrote a report regarding the findings. Related efforts included hiring a recognized expert in international business and developing a faculty exchange with a university in the People's Republic of China. The overall project was deemed successful because the School of Business regained accreditation status that it had lost due to the earlier lack of internationalization in the curriculum. Included are 12 references. (JB)

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INTERNATIONALIZING THE BUSINESS SCHOOL FACULTY

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INTRODUCTION

Meeting the challenge of today's global business environment, as well as meeting the AACSB's requirements for "internationalization" of an accredited business curriculum, are important objectives. This paper provides a description of these efforts by one school of business.

By 1986, key members of the School of Business at John Carroll University realized that a concerted effort was necessary to upgrade the awareness, knowledge, and skills of students to function in and take advantage of the opportunities presenting themselves in the emerging globalized business environment. The school concluded that a pivotal requirement for accomplishing its goal is a faculty that is aware, knowledgeable, and skilled in functioning in a globalized environment. The main thrust of the efforts to enhance the internationalization of the faculty was a two-year project. This project, partially funded by a private foundation, meant to infuse the basic core curriculum in accounting, finance, management, and marketing with

international business information, concepts, perspectives, and cases.

This paper describes the elements of this project: Its setting, development, execution, follow-through, and strengths and weaknesses. It also describes additional supporting internationalizing efforts undertaken along with the project, and proposed follow-up plans to continue the internationalization enhancement efforts. Included is a discussion of the effects of these efforts on faculty, as well as students, and other university constituencies. The impact on faculty research, and other faculty professional activities, course content, and other issues of particular interest to schools seeking to meet AACSB accreditation are also addressed (AACSB accreditation was attained during this project).

INSTITUTIONAL SETTING

The John Carroll University School of Business is unique because it is the only business program that at one time was accredited by the American Assembly of Collegiate Schools of Business (AACSB), lost accreditation, and regained accreditation. One purpose of this paper is to describe the significant effort to meet the AACSB requirements for "internationalization" of the curriculum.

John Carroll University is a Catholic, Jesuit, liberal arts-based institution that focuses primarily on education of traditional-aged undergraduates. The mission of the School of Business is to provide the highest quality business education to this target group. Given that the philosophy of AACSB accreditation, to foster "the attainment and maintenance of excellence in undergraduate and graduate education for business administration and accounting" (AACSB 1989, i), is compatible with the goals of the university and school, John Carroll University chose to maintain AACSB accreditation. This was not easily achieved however.

In 1974, John Carroll University instituted a Master's of Business Administration (MBA) program. At that time, the AACSB allowed a school to have programs that were accredited and other programs that were non-accredited. However, when a ten year accreditation review of the undergraduate program was conducted in 1980, the rules had changed. John Carroll was offered the opportunity to retain accreditation of the undergraduate programs if the MBA program was disbanded. The university chose to retain the MBA program.

The purpose of the MBA program at John Carroll has two elements. One is to serve a perceived community need for an evening, part-time quality program in the eastern area of greater Cleveland. The other purpose is to support the objective of providing the highest quality business education possible for its undergraduates. The maintenance of a

quality MBA program requires a faculty with higher credentials and professional achievements than necessary for an undergraduate program. This condition therefore is believed to insure a high level of teaching quality for the undergraduate programs when augmented and complemented with a quality graduate program.

The impact of losing AACSB accreditation motivated the determination to seek re-accreditation. Given the above stated goals of the school and the purpose of the MBA program, this decision was made recognizing that the application of AACSB standards would be based on the higher level of expectations appropriate to the graduate business program.

The process of AACSB accreditation is described as "dynamic," with the interpretation of the standards "subject to change as environments, technology, circumstances and constituencies differ" (AACSB 1989, i). An example of this dynamic process is the interpretation of the curriculum standard. In 1975, and in 1986, the AACSB standard with respect to curriculum read in part:

The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society - domestic and worldwide (see AACSB 1975, 28; 1986, 28).

Between these two dates, however, the interpretation changed.

In 1975, nothing was said concerning the "worldwide" dimension. By 1986, the interpretation of the curriculum standard included the following interpretation:

There is no intention that any single approach is required to satisfy the worldwide dimension of the Curriculum Standard, but every student should be exposed to the international dimension through one or more elements of the curriculum (see AACSB 1986, 28).

Among other reasons, John Carroll University School of Business faculty chose not to require an international course because, depending upon the major, students have between five to ten semester hours of free electives. Therefore, satisfaction of the international requirement would have to be done through the existing courses, the common body of knowledge courses.

The AACSB standards for accreditation include several areas of input. Among the more significant are the qualifications of the students admitted to the programs subject to review, the qualifications of the faculty, the curriculum, the facilities and other support resources such as library, computers, and office facilities. Evaluation of the curriculum focuses on course content. Evaluation of the faculty focuses on degrees held, courses completed, and research and other scholarly activity. With respect to the worldwide dimension, both the course content and the qualifications of the John Carroll University School of

Business faculty were identified as the areas of need during the self-study phase of the accreditation process.

Members of the School of Business realized that a concerted effort was necessary to upgrade the awareness, knowledge, and skills of students to function in and take advantage of the opportunities presenting themselves in the emerging globalized business environment. The school concluded that a pivotal requirement for accomplishing its accreditation goal is a faculty with enhanced awareness, knowledge, and skills in a globalized environment.

The school also realized that this enhancement was not only consonant with, but necessary to the wider mission of the university to prepare liberally educated graduates. To the extent that internationalization of business subjects complements and reinforces awareness and understanding of historical, cultural, language, and political diversity among nations, students, faculty, and the community the university serves are more liberally enlightened.

THE INTERNATIONALIZATION PROJECT

On July 1, 1987 the John Carroll University School of Business began a project designed to enhance the international component of its entry level business core curriculum. The project was assisted by a grant from the

L. Dale Dorney Fund awarded by the Cleveland Foundation. Over the next two years, until its expiration on June 30, 1989, the project was designed to assist business school faculty in achieving enhanced sensitivity, knowledge, and facility with international business concepts, issues, problems, applications, and cases.

It was expected that the faculty would in turn apply their greater international expertise in classroom teaching in the required entry-level business courses in the four functional areas: principles of accounting, principles of finance, principles of marketing, and principles of management (including organizational behavior and production management). Inclusion of international material in these courses (e.g., explicit syllabus identification of international topics, readings, cases, lecture materials, examination questions) would provide students with more knowledge of the problems and opportunities associated with the trend toward the globalization of business. The project was also expected to stimulate international research and travel among the faculty and students, further enhancing and reinforcing the internationalization effort. Additionally, the project was intended to increase the level of interdisciplinary efforts among faculty, both within the School of Business and across the university as a whole.

The central core of the project involved bringing the School of Business faculty together for a set of on-site

workshops on curriculum internationalization in each of the four functional areas. These workshops were led by recognized experts in the international aspects of their respective fields, and were designed to provide faculty with materials (books, videotapes, case studies, bibliographies, organizational and personal contacts) and strategies for infusing international materials into the targeted core business curriculum courses.

Faculty were then encouraged to contribute to the goals of the School of Business by including in their courses some explicit international class endeavors of their selection, and to test on this material as appropriate. The project director assisted faculty in the implementation of these endeavors and monitored faculty activity. Syllabi were collected for each course and reviewed for international materials.

During the first phase of the project, the project director enlisted the aid of a faculty coordinator with expertise in each of the four targeted subject areas. These coordinators were selected on the basis of their declared interest in international business, their other duties, and their individual backgrounds. To the extent necessary and feasible, the coordinators began enriching their personal international classroom expertise by attending off-site conferences on the teaching of the international aspects of their disciplines, and acquiring materials and contacts of

relevance. These coordinators then acted as liasons, sounding boards, and resource contacts to the project director.

At the same time, the project director visited the AACSB headquarters to discuss internationalization strategies with the Assistant Director of International Affairs. In addition, the project director attended an AACSB seminar on internationalization, further developing his background and resource materials. Preliminary contacts for the outside project evaluator were developed at this seminar.

During the second and third phases of the project, in the Spring of 1988, the director, coordinators, and project supervisor (the Dean of the School of Business) planned and implemented the workshops. The workshop program occurred immediately after final examinations so that as many faculty as possible could be involved. It began on a friday morning with a common breakfast for all participants (including School of Business faculty, a select few Arts and Sciences faculty, and an influential member of the Cleveland business community). The keynote address was given by the Executive Vice President of BP America. The President of the University and the Dean of the School of Business made clear, in their welcoming remarks, that the university was solidly in support of the internationalization effort. The invited experts then conducted a general session on the challenges and rewards of internationalization.

After lunch the participants broke up into separate workshop sessions by discipline: international accounting, international finance, international marketing, and international management (with experts in both organizational behavior and strategic management). The discipline specific workshops continued on Saturday morning, and the program was then completed.

Immediately after the workshop program and well into the summer, follow-up sessions were held among the faculty, coordinators, the project director, and the Dean concerning the workshops, resource materials, and curriculum strategies. When the fall semester began, it was clear that the School of Business was encouraging faculty to incorporate international materials into their courses, engage in international research (cross-disciplinary if possible), and explore international faculty and student exchanges and other travel. During the second and third phases those in the project maintained contact with the expert in international business who had agreed to act as the outside evaluator.

The fourth phase, curriculum implementation, took place during the fall 1988 and spring 1989 semesters. Some faculty who were already considerably internationalized increased their efforts. Other faculty who had not previously incorporated international materials began to do so. Faculty members sought out the director and coordinators

with questions and suggestions to further enhance internationalization. Some research projects were begun as a direct result of the project. As an unexpected benefit, some faculty enhanced non-targeted lower and upper division business courses. As before, project principals maintained contact with the eventual outside evaluator.

During the fifth phase, the outside evaluator visited the campus, studied syllabi, and interviewed project principals, administrators, faculty, and students. This phase was important not only because of the evaluation itself, but also because it provided an opportunity to engage in discussions with the evaluator as to useful follow-up strategies to continue the internationalization effort. Shortly after the visit, the evaluator provided a written report which generally described the project as successful. Also, the project principals developed a survey instrument designed to gauge the extent students benefited from the internationalization efforts. This instrument was administered to a group of graduating seniors. Finally, follow-up discussions were held among the Dean, the Associate Dean, the project director, and the subject coordinators concerning the project and further strategies to continue the enhancement of the international dimension of the School of Business.

It should be noted that in addition to moral encouragement to faculty to participate in the achievement of the

project goals, faculty who attended the workshops were provided modest stipends. The subject coordinators received modest stipends for their efforts. The project director was provided a load reduction of a total of four courses over the project period and a summer stipend equivalent to approximately one-half of a regular summer course appointment during the summer of 1988.

RELATED EFFORTS

Strictly speaking, the internationalization project just described dealt directly with only curriculum development in the entry level courses in accounting, finance, management, and marketing. Any other international efforts by faculty, administrators, or students exist outside the narrow confines of the project itself. In fact, however, concurrent with and subsequent to the implementation of the project, members of the School of Business have undertaken significant additional international endeavors, which the authors have reason to believe are directly or indirectly attributable, to a greater or lesser extent, to the internationalization project and the spirit which created it and was encouraged further by it.

Effective for the fall of 1987 the School of Business hired a nationally and internationally recognized expert in international business and international finance as the

holder of the Edward J. and Louise E. Mellen Chair in Finance. In addition to his usual schedule of teaching and research in the international business area, this professor subsequently led the workshop in international finance for the internationalization project (the only John Carroll professor to do so), published articles on internationalizing business faculty and curricula (Aggarwal 1988; Aggarwal 1989), and served in 1989 and 1990 as an invited panel member of "highly qualified educators" for the U.S. Department of Education's program to identify and fund national centers of international business education.

In the summer of 1987 a professor of economics received partial financial support to travel to the People's Republic of China as part of a People to People mission. As a result of this and further negotiations encouraged by the School of Business, in 1988 the director of the internationalization project participated in a semester long exchange of faculty between John Carroll University and a university in the People's Republic of China. The American professor taught business and economics courses to Chinese students, and met frequently with Chinese academic, government and business representatives; the Chinese professor engaged in parallel activities in the U. S. During the summer of 1990 the American professor is scheduled to return to China on another teaching assignment.

The project has affected the foreign travel activities of other faculty. During the summer of 1989 a professor of finance led a People to People delegation of academic and business financial experts on a tour of the Soviet Union, the purpose of which was to meet with and share information with finance experts there. As a result this professor is doing finance research on the Soviet system. Also, a professor of accounting who spent the fall semester of 1987 on leave to Great Britain doing research in accounting history is now exploring ways of returning on an exchange basis to write a monograph. It is his opinion that were it not for the internationalization project and its emphasis by the School of Business, he would probably be pursuing other research interests of a more domestic nature.

At the same time that the School of Business began its international enhancement efforts, the university was engaged in a broader international enhancement mission. One aspect of this has been a newly developed concentration in East Asian Studies through the university's International Studies Program. Some School of Business students have elected to study Japanese (there is no language requirement for business students), and beginning in 1988, some business students have elected to spend a year in Japan through a student exchange program developed by the university with two Japanese universities. In fact, one 1990 business graduate is planning to spend the 1990-1991 academic year in

Japan to enhance his own international capabilities. In addition, the university has recently entered into a student exchange program with a university in Hong Kong which is especially well suited for business students.

Concurrently, more business faculty are encouraging students to elect foreign language courses and other liberal arts core and general electives of an international nature; they are also encouraging students to consider study abroad. The Dean of the School of Business is also exploring avenues whereby business students may study abroad with more transfer credit permitted for business courses than previously. These encouragements have resulted in an increase in interest among business students to study abroad, not only in East Asia, but also in more traditional areas such as London and Rome. Due to the efforts of the university and the generosity of an alumnus, an all expenses paid student summer internship has been created at the alumnus' securities trading firm in London. The first recipient of this internship, a finance major, will be going to London this summer. Also, the university and the School of Business are currently exploring student and faculty exchanges with Eastern European institutions.

Curriculum changes have also taken place beyond the narrow scope of the project. During the spring of 1989 an undergraduate international business finance course was taught for the first time. It will now be offered on a

regular basis. Also, as mentioned earlier, some faculty participants of the workshop program have enriched nontargeted courses with international materials. Even computer and management information systems were enriched with examples of fluctuating exchange rate impacts on spread sheet magnitudes and discussions of timely information flows on international marketing strategies.

The MBA program has also benefited from the internationalization effort. MBA level international business finance was offered for the first time in the spring of 1990, and MBA international economics is planned for the fall of 1990. In addition, the School of Business is exploring options whereby well qualified MBA students can take additional international MBA level courses (international marketing and comparative management are also offered at the MBA level) in lieu of normal requirements if their backgrounds warrant such a substitution.

In an effort to further enrich the opportunities to acquire additional exposure to international business for students, faculty, and the community, the School of Business co-sponsored and hosted a live interactive video conference on exporting. This conference took place in the fall of 1989. During the spring of 1990 the School of Business also carried two AACSB video conferences on Europe 1992. Additional conferences of this nature are being considered. In perhaps its most ambitious conference venture to date,

the School of Business through its Chair in Finance is also planning an international conference on global portfolio diversification for the fall of 1990. This conference is expected to draw leading scholars and practitioners in the field.

International research efforts by faculty have been stimulated by the project. A professor of accounting published an article on motivating students with international materials (Bloom 1989). This same professor and a colleague published a related article on strategies for the internationalization of the accounting curriculum (Bloom and Collins 1990). These two professors have also recently begun research on the relationship between cultural factors and accounting principles internationally. As many as four faculty, from economics, finance, and marketing, have been collaborating on research dealing with international transportation issues since the initiation of the project (Aggarwal et al. 1989; Dalenberg et al. 1988; Murphy, et al. 1988, 1989a, 1989b, 1989c).

The project has also stimulated interdisciplinary activities within the university. In the spring of 1990 the project director, the Director of the International Studies Center, and a foreign language professor attended a conference jointly sponsored by the AACSB, the Association of American Colleges, and the Peat Marwick Main Foundation on cooperation between schools of business and colleges of

liberal arts to internationalize their curriculums. This conference participation has led to discussions among the three university representatives to the conference, the Dean of the School of Business, the Dean of the College of Arts and Sciences, and the Academic Vice President on strategies for interdisciplinary internationalization.

The authors do not intend to credit the internationalization project directly with all of the related activities noted above. Two points deserve to be made, however: a strategically designed "seed" project can have significant leveraging effects; and effective internationalization does not occur without the support and participation of a large number of committed faculty and administrators across the university, in a variety of efforts beyond a narrowly defined internationalization project.

SUMMARY AND CONCLUSIONS

Overall, the internationalization project has been successful. In large measure, John Carroll business faculty are including more international materials in their courses than prior to the project, and they are doing more internationally oriented research. In general, students have responded well by being more aware of international issues and implications, by raising internationally oriented

questions in and out of class, and by being better equipped to deal with international business matters.

The high point of the project was the workshops of May 1988. This set of workshops, with its common keynote breakfast, common general phase, and then dedicated workshops, actually functioned like a conference. Participants gained substantive knowledge and suggestions for inclusion of international materials in courses. More importantly, the simple act of bringing faculty together for a common purpose, the opening of discussion among faculty, and the opportunity for sharing international backgrounds, endeavors, experiences and the like, served to heighten the sensitivity and commitment to international business.

More broadly, the project served not only to highlight the importance of international business to the faculty and students, but also to underscore the university's commitment to internationalizing its curriculum and its character. This was of significance during the review for re-accreditation. John Carroll University School of Business successfully regained AACSB accreditation for both the undergraduate and the MBA programs in April 1988. Additionally, the project has encouraged international research, travel, and related efforts of both an intradisciplinary and interdisciplinary nature.

In retrospect, there are certain elements of the project which could have been improved. First, the

management coordinator did not have an opportunity to attend a developmental conference on internationalization prior to the workshops. Second, there was some dissatisfaction with the level and content of some phases of the workshop. The project director was not fully aware of the international backgrounds of the faculty, and he should have encouraged the workshop experts to offer more sophisticated presentations. Also, principles of economics should have been a targeted course. Economics was not included based on the assumption that the chapters on international issues that are usually included at the end of the course material are sufficiently internationalizing. The project demonstrated that internationalization requires infusion of international materials throughout the term. Finally, an experimental design was not developed prior to the project; this prohibited a valid questionnaire-based measure of international achievement of the students.

Overall, the project was successful. Many faculty have become quite involved in teaching and researching international business issues. Others have not. Whether all the faculty, or even a majority of the faculty should be so occupied is open to question; however, other universities concerned with effective integration of the international dimensions into their respective curriculums are encouraged to consider similar projects. In turn, those foundations and other financial supporters of education who are

interested in the improvement of education, in particular with the improvement of the coverage of international issues, are encouraged to provide their resource support for similar projects.

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